

RAMSEY MANOR LOWER SCHOOL
PROVISION FOR PUPILS WITH AUTISM POLICY

Ramsey Manor Lower School is committed to safeguarding children and providing a safe, secure and healthy environment for them.
Ramsey Manor Lower School is a Values Education School. Our Values underpin everything we do.

STATUS: OTHER

DATE ADOPTED: June 2007

Policy agreed by staff: RS date: March 2018

Policy agreed by Governors: JS date: March 2018

Date of next review: March 2022

STATEMENT OF PRINCIPAL

The principal of entitlement

All pupils are entitled to a 'broad and balanced curriculum', which takes into account their Special Educational Needs (Education Act 1998)

The provision takes into account pupils' individual needs, with ASD as a priority on their EHCP. Pupils have full access to the whole school curriculum (which includes the 2014 National Curriculum), with modifications to meet their individual needs.

Schools must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. (SEND Code of Practice, 2015)

The principal of inclusion

"Pupils with SEN should, wherever possible, receive their education in a mainstream school, joining fully with their peers in the curriculum and the life of the school. Where separate provision is necessary, inclusion must encompass teaching and curriculum appropriate to the needs." Green Paper 1997

The provision is a proactive and integral part of the school. Through collaborative planning, pupils receive the same curriculum and opportunities as their mainstream peers, whether this is delivered within the main school setting, or within the provision. The provision aims to put in place a structure which recognises the needs of autistic pupils and supports the children's success.

The principal of equality of opportunity

The provision promotes equality of opportunity and 'good relationships between peoples', in line with the school's existing Behaviour, Anti-Bullying and Equal Opportunities policies. The school teaches Values Education through which all pupils are valued and respected as individuals and are encouraged to tolerate and respect each other.

AIMS

The purpose of the provision at Ramsey Manor Lower School, is to enable pupils with autism to access the mainstream curriculum. The provision aims:-

- To give pupils access to a mainstream curriculum appropriate to their cognitive levels of development
- To meet pupils' special educational needs, arising as a result of their Autism

In order to work alongside other children and adults in school, pupils with Autism need help to tolerate the proximity of others and help to negotiate their environment.

The provision therefore provides a structured learning environment aimed to reduce the stress and anxiety associated with Autism, also facilitating the child's independence. In this way a context is provided where higher social and communication skills can emerge.

The aim for pupils in the provision must be defined by each pupils' needs and we therefore consider the way in which Autism affects each pupil's capacity to learn.

In order to meet our aims for pupils, the provision has established the following organisational aims:-

- To provide a structured teaching/learning environment
- To observe and assess pupils, in order to provide opportunities for appropriate teaching and learning
- To provide opportunities for individual and small group teaching and opportunities for pupils to work independently
- To facilitate pupils' inclusion into the main-school setting
- To plan collaboratively with mainstream colleagues

- To work in partnership with parents
- To liaise with other professionals and therapists, as part of a multi-disciplinary approach
- To facilitate staff development and training

Teaching Environment:

The provision offers structured teaching with:

- Clear routines and structure
- Clear expectations and boundaries
- Consistent management of pupils' behaviour

Based on T.E.A.C.C.H. principals, the classroom has:

- A clear physical structure
- Clearly defined distraction-free work areas
- Tasks modified to provide visual organisation and clarity
- Individualised time-tables and work systems
- A work/reward system

In addition to this, the provision offers opportunities for small group work to help develop pupils' attention and listening skills, to foster group identity and to facilitate interaction with peers.

Curriculum

Pupils have full access to the 2014 National Curriculum, with modifications to meet individual needs. Modifications may include:-

- A high level of one-to-one and small group teaching within the provision
- Individual support for inclusion into the main school when appropriate
- Small group work to help develop peer group integration, turn-taking and attention and listening skills
- The provision of an independent, distraction free work area
- Activities broken down into smaller 'tasks' to facilitate sustained concentration
- Provision of a framework for written tasks to provide visual organisation
- Sensitivity to pupil's sensory difficulties arising as a result of their autism (adapting resources/materials or finding alternatives).
- A work/reward system to provide motivation and structure

All pupils in the provision have an Individual Achievement Plan (I.A.P.) devised to meet their specific priority needs. This is monitored continually, and reviewed

termly . The IAP sets achievable targets in collaboration with annual targets on the pupils' EHCP

Assessment

On admission to the provision, pupils are assessed. Assessment at this stage tends to involve informal observation, whilst routine and structure are being established, and relationships between staff and pupils evolve. Further information is also available from the child's EHCP, from previous school, parents and advice from other professionals.

There is an expectation that pupils will participate in formal assessment tests at the end of Year 2, in line with the main school. Where pupils are able to cope, assessment will occur within the main school. However some pupils may need modification for the assessment process and there is scope to do this. Class teachers in Y1 through to Y4 use Target Tracker software to track progress. Children working below Age Related Expectations (ARE) in Year 1 will be assessed using P Scales.

Inclusion

Pupils are seen as inclusive members of the school community and mix with their mainstream peers from the beginning. Initially, pupils are introduced to their class teacher and familiarised with the geographical location of the class. If ready the pupil may be introduced to other children in the class (using a 'buddy' system). Lessons, or activities, are identified that will give the maximum potential for successful inclusion, based on the child's total needs.

Gradually, pupils will be included, initially for subjects in which they have a strength.

Gradually, inclusion is extended by;

- Increasing time spent in the main school
- Increasing the range of subjects attended
- Decreasing the level of support

Staff plan collaboratively with mainstream colleagues. This ensures:-

- Appropriate curriculum coverage
- Modification of activities, tasks and resources where necessary
- Adjustments to the classroom environment
- Integration of specific targets (I.A.P.s) with class planning

Working with parents

The provision works in partnership with parents. This partnership is a two-way process. Parents provide invaluable information about their child, and the provision provide information, support and contact for parents.

Daily communication with parents is maintained through a home-school book, which acts as a two-way dialogue. Confidential or complex issues are discussed by telephone or at mutually convenient appointments.

Formal parent teacher consultations are held in the Autumn and Spring Terms and an informal Open Afternoon is held in the Summer Term. Parents meet with the mainstream class teacher and the teacher from the provision.

Parents are an integral part of the Annual Review process. Parental comments are an intrinsic part of the review documentation, and future targets are set in consultation with parents at the review meeting.

Working with other professionals

The provision liaises with other professionals and therapists as part of a multidisciplinary team. Outside agencies can include:

- Special Educational Needs Monitoring Team
- Educational Psychologist
- Physiotherapist
- Occupational Therapist
- Music Therapist
- Speech and Language Therapist
- School Nurse (facilitating co-ordination of medical information)
- Access to Social Services and Health

Staff development

The provision aims to be a source of support and advice for mainstream colleagues, facilitating successful inclusion of pupils with autism in the main school.

Informal discussion and talking with colleagues helps to:-

- Raise awareness about the nature of the learning difficulty
- Promote understanding and dissipate pre-conceived ideas or assumptions
- Promote the identity of the provision as a resource for the school

We plan and work collaboratively with mainstream colleagues:

- Identifying existing strategies that are successful
- Acknowledging concerns and looking for practical solution for problems

Practical help is given in the form of staffing, and in the devising and making of resources.

The teachers and teaching assistants throughout the school have had some training on teaching children with autism. Opportunities are offered regularly for staff to attend training courses.

LINKS TO OTHER POLICIES AND DOCUMENTS

Teaching and Learning Policy
Behaviour Policy
Safe Handling Policy
Assessment Policy
Special Educational Needs & Disability Policy
Gifted and Talented Policy
ICT Policy
Equal Opportunities Policy
Inclusion Policy
Health and Safety Policy
Marking Policy
All curriculum policies